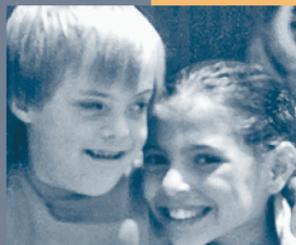


**Pocketbook of
Special Education
Statistics
2004-05**

**California Department of Education
Sacramento, 2006**





2004-05



Publishing Information

The *Pocketbook of Special Education Statistics, 2004-05*, was developed by the Special Education Division, California Department of Education. It was designed and prepared for printing by the staff of CDE Press and was published by the Department, 1430 N Street, Sacramento, CA 95814-5901. It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

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A Message from the State Superintendent of Public Instruction



WE WANT all students with disabilities to have access to educational opportunities that allow them to achieve both academic and nonacademic goals. Those goals include increasing the amount of instructional time that special education students receive with their nondisabled peers, improving the performance of students with disabilities on statewide assessments, and increasing the number of students graduating with a diploma.

The 2004-05 edition of the pocketbook shows our progress in reaching the goals. It provides data to help guide our future efforts in special education and contains information on special education enrollment, program characteristics, student achievement, and personnel. Additional data about California's special education programs are also available at <http://www.cde.ca.gov/sp/se/ds/datarpts.asp>.

Educating all our students to their fullest potential continues to be our top priority. I hope you find this information useful.

A handwritten signature in cursive script that reads "Jack O'Connell".

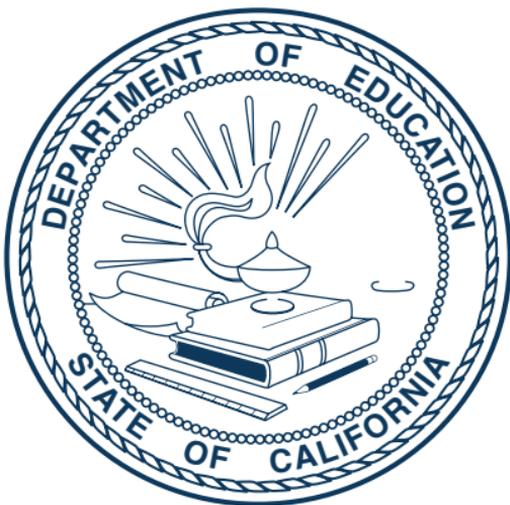
JACK O'CONNELL

State Superintendent of Public Instruction

California Department of Education Mission Statement



THE mission of the California Department of Education is to provide leadership, assistance, oversight, and resources so that every Californian has access to an education that meets world-class standards.



California Department of Education Goals for Students with Disabilities



Goal 1 All individuals' unique instructional needs will be accurately identified.

Goal 2 All individuals with disabilities will be served or taught by fully qualified personnel.

Goal 3 All individuals with disabilities will be successfully integrated with nondisabled peers throughout their educational experience.

Goal 4 All individuals with disabilities will meet high standards for academic and nonacademic skills.

Goal 5 All individuals with disabilities will successfully participate in preparation for the workplace and independent living.

Org Pock



D^A education services are reported twice a year to the California Department of Education through the California Special Education Management Information System (CASEMIS).

midyear enrollment, and the data for June provide information on all students served during the entire school year. Special education data in this pocketbook are taken from the December and June CASEMIS reporting cycles. General education data reported here are from the California Basic Educational Data System (CBEDS).

In most tables in this pocketbook, the category of general education students includes students with disabilities because all students are considered part of the general education enrollment, with some receiving special education services.

Data from the California Standardized Testing (STAR)

in STAR reports students are categorized either as receiving special education services or as not receiving those services.

The pocketbook is organized into four parts:

Part 1. Enrollment

Part 2. Program Characteristics

Part 3. Student Achievement

Part 4. Personnel



ENROLLMENTS in California are reported for students in kindergarten through grade twelve and for students in the age group birth through twenty-two years. Enrollments are broken down by ethnicity for students in kindergarten through grade twelve. Data on languages spoken in the homes of individuals from birth through age twenty-two are also presented here.

Table 1

General Education Enrollment and the Number of Students Receiving Special Education Services in California from 2000-01 to 2004-05

| Year | General education K-12 population | | | Total number of students birth through age twenty-two receiving special education services |
|---------|-----------------------------------|---|-------------------------|--|
| | All students | Students receiving special education services | | |
| | Number | Number | Percent of all students | |
| 2000-01 | 6,050,895 | 609,749 | 10.1 | 650,719 |
| 2001-02 | 6,147,375 | 621,402 | 10.1 | 663,220 |
| 2002-03 | 6,244,403 | 631,838 | 10.1 | 675,332 |
| 2003-04 | 6,298,774 | 636,191 | 10.1 | 681,980 |
| 2004-05 | 6,322,083 | 634,510 | 10.0 | 681,969 |

Sources: California Special Education Management Information System (CASEMIS), December 2000-2004; California Basic Educational Data System (CBEDS), 2000-2005.

Although enrollment in kindergarten through grade twelve (K–12) has been increasing over the years, the rate of growth has slowed. In 2004-05 the number of students receiving special education services actually declined.

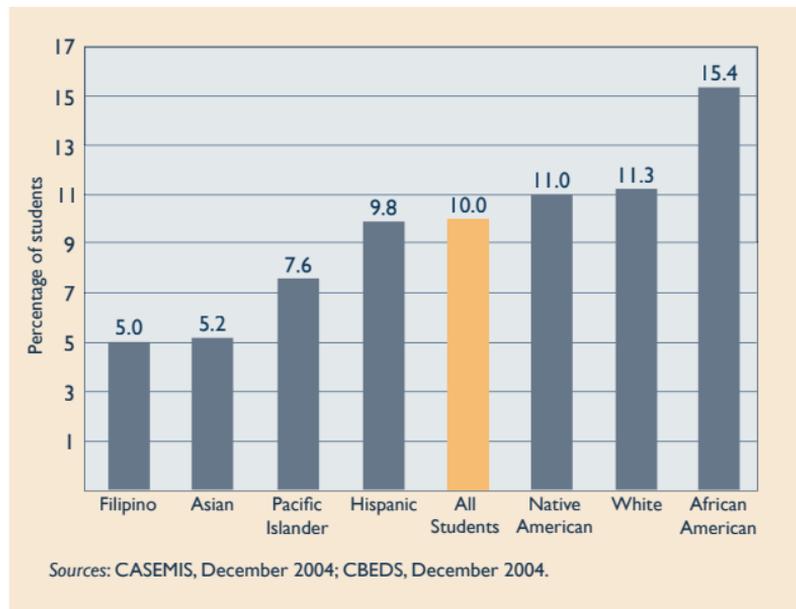
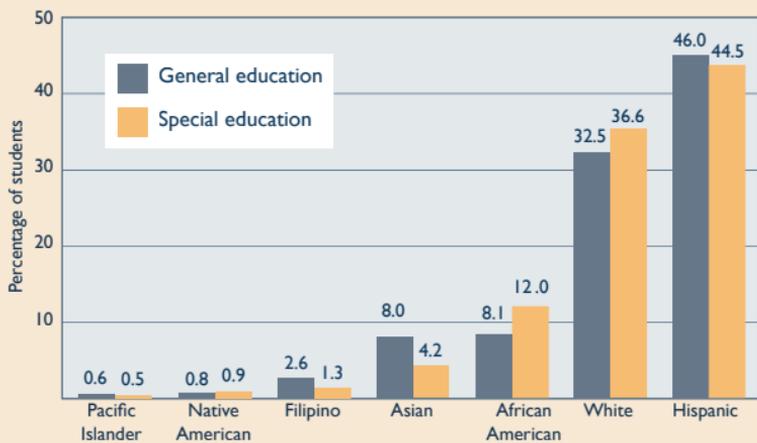


Figure 1. Students Receiving Special Education Services, by Ethnic Category, 2004-05

Enrollment data are reported by the state of California under seven ethnic categories. Figure 1 shows the percentage of students in K–12 in each category who are receiving special education services and the percentage of all such students.



Sources: CASEMIS, December 2004; CBEDS, December 2004.

Figure 2. Ethnic Composition of General Education Students and Students Receiving Special Education Services, 2004-05

Figure 2 shows the ethnic composition of all students in K–12 and of those who receive special education services.

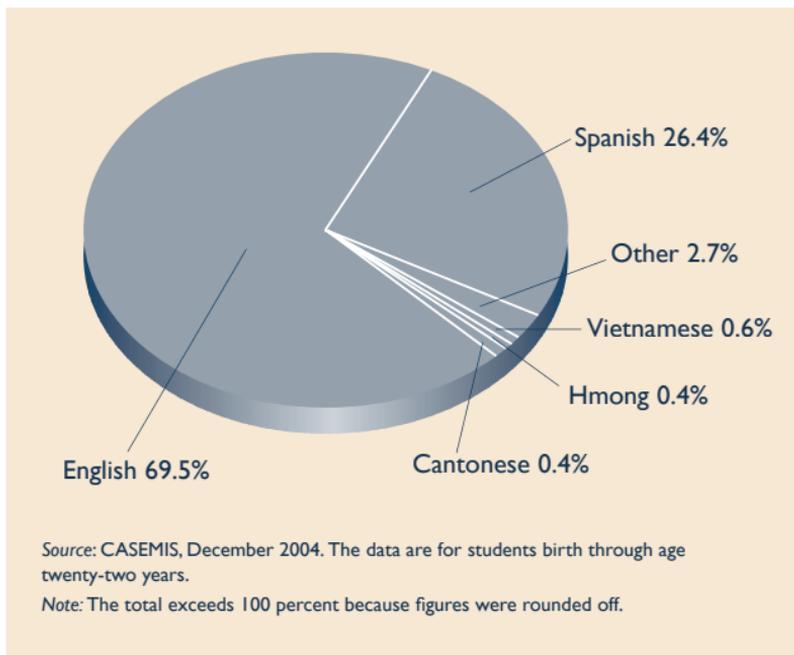


Figure 3. Home Languages of Students Receiving Special Education Services, 2004-05

More than 50 languages are spoken by special education students in California, but English and Spanish are the most common.



PART 2 contains data specific to special ed services provided to students in California, including information about the category of disability, least restrictive environment, and top ten special education services.

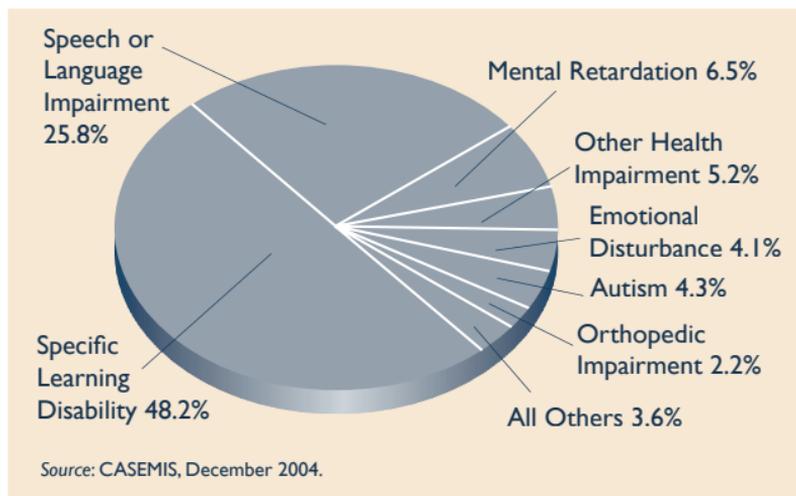


Figure 4. Enrollment, by Category of Disability, 2004-05

The category of “All Others” consists of visual impairment and deafness, each at 0.7 percent; traumatic brain injury, 0.3 percent; hard of hearing, 1.1 percent; multiple disabilities, 0.9 percent; and deaf-blind, less than 0.1 percent.

Table 2

**Number and Percentage of Students in Each
Category of Disability and the Change
from 2000-01 to 2004-05**

| <i>Disabilities</i> | <i>2000-01</i> | | <i>2004-05</i> | | <i>2000–2005</i> |
|-------------------------------|----------------|----------------|----------------|----------------|--------------------------|
| | <i>Number</i> | <i>Percent</i> | <i>Number</i> | <i>Percent</i> | <i>Percent of change</i> |
| Autism | 14,039 | 2.2 | 29,370 | 4.3 | 109.2 |
| Other health impairment | 21,025 | 3.2 | 35,650 | 5.2 | 69.6 |
| Traumatic brain injury | 1,336 | 0.2 | 1,747 | 0.3 | 30.8 |
| Emotional disturbance | 22,348 | 3.4 | 27,912 | 4.1 | 24.9 |
| Mental retardation | 40,717 | 6.3 | 44,263 | 6.5 | 8.7 |
| Hard of hearing | 6,261 | 1.0 | 7,608 | 1.1 | 21.5 |
| Speech or language impairment | 165,496 | 25.4 | 176,265 | 25.8 | 6.5 |
| Orthopedic impairment | 14,583 | 2.2 | 15,321 | 2.2 | 5.1 |
| Deaf-blindness | 198 | 0.0 | 266 | 0.0 | 34.3 |
| Visual impairment | 4,616 | 0.7 | 4,798 | 0.7 | 3.9 |
| Deafness | 4,536 | 0.7 | 4,462 | 0.7 | -1.6 |
| Specific learning disability | 349,038 | 53.6 | 328,381 | 48.2 | -5.9 |
| Multiple disabilities | 6,526 | 1.0 | 5,926 | 0.9 | -9.2 |
| All categories* | 650,719 | 100.0 | 681,969 | 100.0 | 4.8 |

Source: CASEMIS, December 2000–2004.

*The data are for students from birth through age twenty-two years.

During this period the number of students in special education grew by 31,250, or more than 4.8 percent, with the greatest percentage of increase in the category of autism.

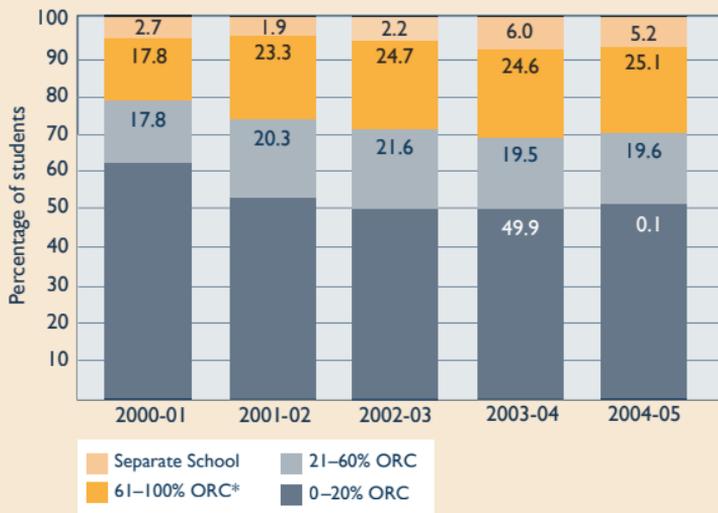
Table 3
Number and Percentage of Females and Males in
Each Category of Disability, 2004-05

| Disabilities | Female | | Male | | Total Number* |
|-------------------------------|----------------|-------------|----------------|-------------|----------------|
| | Number | Percent | Number | Percent | |
| Specific learning disability | 109,653 | 33.4 | 218,728 | 66.6 | 328,381 |
| Speech or language Impairment | 55,210 | 31.3 | 121,055 | 68.7 | 176,265 |
| Mental retardation | 18,932 | 42.8 | 25,331 | 57.2 | 44,263 |
| Other health impairment | 11,102 | 31.1 | 24,548 | 68.9 | 35,650 |
| Emotional disturbance | 6,833 | 24.5 | 21,079 | 75.5 | 27,912 |
| Autism | 4,877 | 16.6 | 24,493 | 83.4 | 29,370 |
| Orthopedic impairment | 6,533 | 42.6 | 8,788 | 57.4 | 15,321 |
| Hard of hearing | 3,417 | 44.9 | 4,191 | 55.1 | 7,608 |
| Multiple disabilities | 2,332 | 39.4 | 3,594 | 60.6 | 5,926 |
| Visual impairment | 2,138 | 44.6 | 2,660 | 55.4 | 4,798 |
| Deafness | 2,136 | 47.9 | 2,326 | 52.1 | 4,462 |
| Traumatic brain injury | 594 | 34.0 | 1,153 | 66.0 | 1,747 |
| Deaf-blindness | 115 | 43.2 | 151 | 56.8 | 266 |
| All categories* | 223,872 | 32.8 | 458,097 | 67.2 | 681,969 |

Source: CASEMIS, December 2004.

*The data are for students from birth through age twenty-two years .

Although the ratio of females to males receiving special education services is about one to two, the disability categories show some variation. Males are five times more likely than females to be identified under the disability category of autism.



Source: CASEMIS, 2000-04.

*ORC: Outside regular (general education) classroom.

Figure 5. Free Appropriate Public Education in the Least Restrictive Environment, 2000-01 to 2004-05

Students with disabilities should be educated with their nondisabled peers in the general education classroom to the maximum extent possible. In 2004-05, on the average, 50.1 percent of students with disabilities received instruction in general education classrooms 80 percent or more of the time in a typical day.

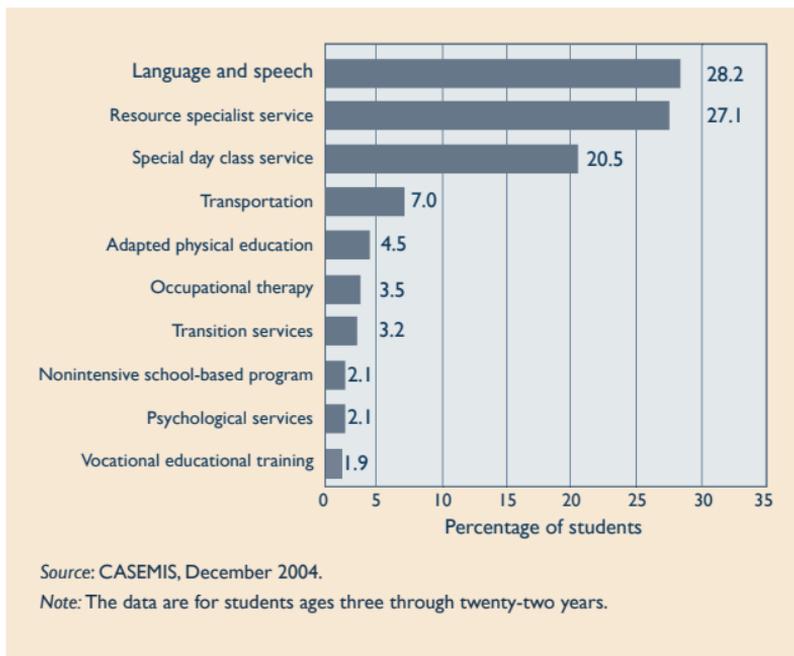


Figure 6. Top Ten Special Education Services, 2004-05

Language and speech, resource specialist, and special day class services are those most often provided for students. Students may receive more than one service.

Part Achievement



RESULTS showing achievement outcomes for students receiving special education services in California are presented in Part 3. Data showing percentages of special education students' performance in mathematics compared with the performance of general education students appear in Figure 7. Percentages of students graduating with a diploma and data on dropouts also appear in this section.

In the school year 2000-01, the Standardized Testing and Reporting (STAR) program replaced the Stanford Achievement Test, Ninth Edition, Form T (Stanford-9) with the California Achievement Test, Sixth Edition Survey (CAT/6). The STAR program also includes the California Alternate Performance Assessment (CAPA). Both tests reflect a national movement toward standards-based assessment.

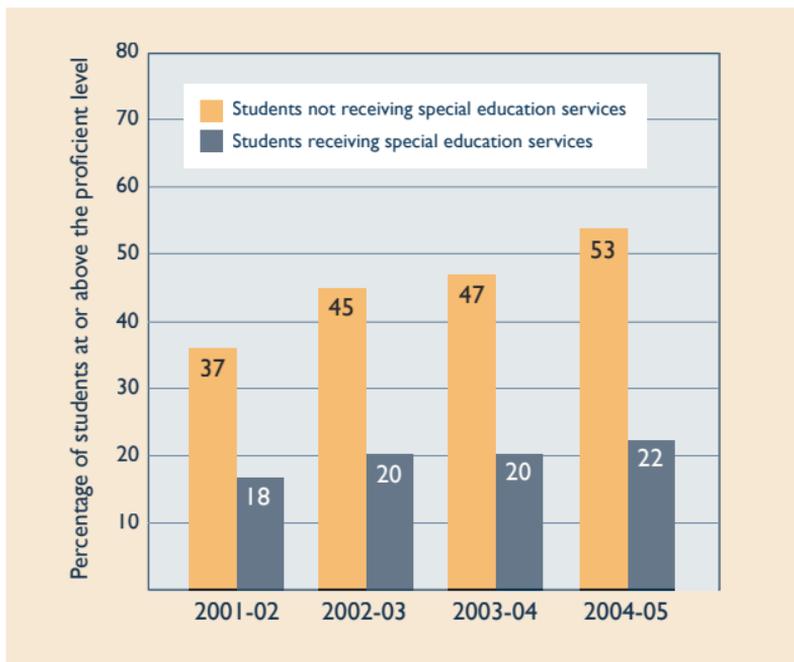


Figure 7. Students' Performance on the California Standards Test in Mathematics, 2001-02 to 2004-05

The percentages of students in both groups scoring proficient or above proficient show some increase over the four-year time span.

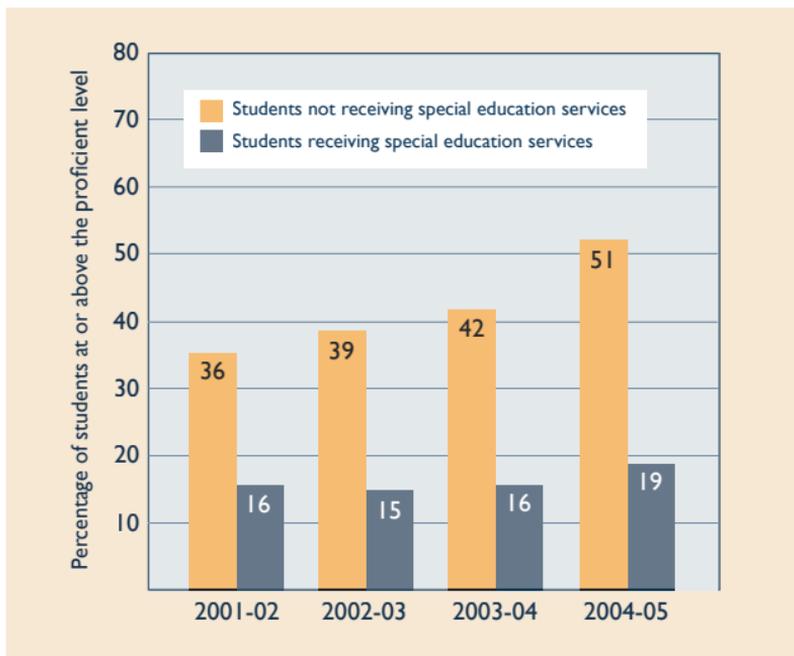


Figure 8. Students' Performance on the California Standards Test in English–Language Arts, 2001-02 to 2004-05

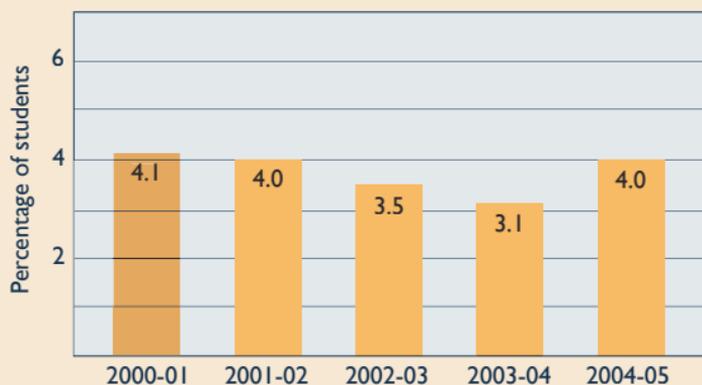
The percentages of students in both groups scoring proficient or above proficient show some increase over the four-year time span.



Source: CASEMIS, June 2001–2005.

Figure 9. Percentage of Students Enrolled in the Twelfth Grade or Who Are Eighteen Years of Age or Older and Graduating with a Diploma, 2000-01 to 2004-05

Under the No Child Left Behind Act, only graduation with a diploma is tracked. After a slight increase in 2003-04, the graduation rate declined in the school year 2004-05.



Source: CASEMIS, June 2001–2005.

Figure 10. Percentage of Students Receiving Special Education Services in the Seventh Through Twelfth Grades and Dropping Out, 2000-01 to 2004-05

The data show a slight decline in dropout rate through the school year 2003-04, followed by an increase in 2004-05.



DATA on special education teachers are presented in Part 4. The number of teachers for students in different age groups and the student-to-teacher ratios are shown.

Table 4
Number of Special Education Teachers and Students, 2000-01 to 2004-05

| Year | Ages 0-2 | | Ages 3-5 | | Ages 6-22 | | Total | |
|---------|----------|----------|----------|----------|-----------|----------|----------|----------|
| | Teachers | Students | Teachers | Students | Teachers | Students | Teachers | Students |
| 2000-01 | 376 | 5,136 | 2,006 | 57,651 | 29,356 | 587,932 | 31,738 | 650,719 |
| 2001-02 | 454 | 5,265 | 2,073 | 58,456 | 32,088 | 599,499 | 34,615 | 663,220 |
| 2002-03 | 472 | 5,548 | 2,159 | 60,265 | 32,257 | 609,519 | 34,888 | 675,332 |
| 2003-04 | 658 | 5,889 | 2,128 | 61,950 | 32,150 | 614,141 | 34,936 | 681,980 |
| 2004-05 | 507 | 6,233 | 1,966 | 63,240 | 32,784 | 612,496 | 35,256 | 681,969 |

Source: CASEMIS, June 2001-2005.

During the five-year span for ages birth to two, the number of students increased 21.4 percent and the number of teachers increased 34.8 percent; for ages three through five, the number of students increased 9.7 percent and the number of teachers decreased 2.0 percent; and for ages six through twenty-two, the number of students increased 4.2 percent and the number of teachers increased by 11.7 percent.

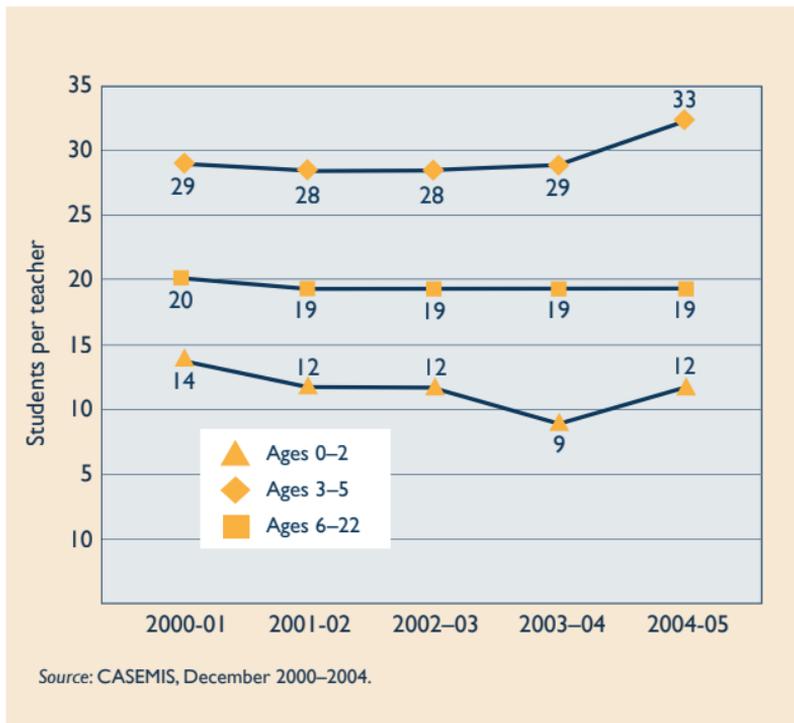


Figure 11. Special Education Student-to-Teacher Ratios for Different Age Groups, 2000-01 to 2004-05

There was not much change in student-to-teacher ratios during the first three years. However, in the last two years, there was fluctuation in the student-to-teacher ratios for ages birth through two years and an increase in the student-to-teacher ratio for ages three through five years.